

Richmond Drive Elementary

1162 Richmond Drive
Rock Hill, South Carolina 29732

Grades	K-5 Elementary School	
Enrollment	517 Students	
Principal	Patrick Maness	803-981-1930
Superintendent	Dr. Randy Bridges	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	46	33	3	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes
2005	Good	Below Average	Yes
2006	Good	Below Average	Yes

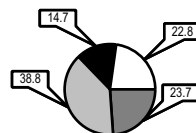
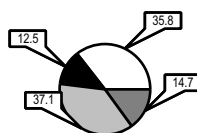
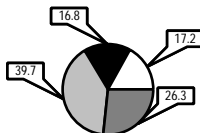
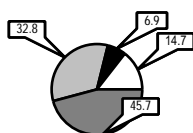
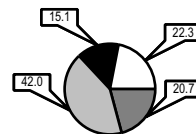
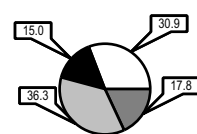
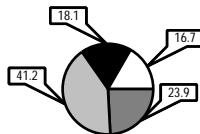
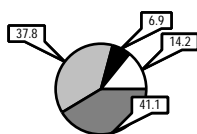
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	253	99.6	13.2	32.9	46.5	7.5	66.7	Yes	Yes
Gender									
Male	129	99.2	18.8	27.7	45.5	8.0	62.5	N/A	N/A
Female	124	100.0	7.8	37.9	47.4	6.9	70.7	N/A	N/A
Racial/Ethnic Group									
White	137	99.3	7.8	21.9	58.6	11.7	79.7	Yes	Yes
African American	81	100.0	20.8	50.0	27.8	1.4	48.6	Yes	Yes
Asian/Pacific Islander	15	100.0	8.3	25.0	66.7	0.0	75.0	I/S	I/S
Hispanic	16	100.0	25.0	50.0	25.0	0.0	33.3	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	216	100.0	7.7	33.7	50.5	8.2	71.4	N/A	N/A
Disabled	37	97.3	46.9	28.1	21.9	3.1	37.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	253	99.6	13.2	32.9	46.5	7.5	66.7	N/A	N/A
English Proficiency									
Limited English Proficient	19	100.0	31.3	37.5	31.3	0.0	43.8	I/S	I/S
Non-Limited English Proficient	234	99.6	11.8	32.5	47.6	8.0	68.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	115	100.0	24.2	41.4	33.3	1.0	48.5	Yes	Yes
Full-pay meals	138	99.3	4.7	26.4	56.6	12.4	80.6	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	253	99.6	15.8	40.4	26.8	17.1	55.7	Yes	Yes
Gender									
Male	129	99.2	17.9	31.3	30.4	20.5	58.9	N/A	N/A
Female	124	100.0	13.8	49.1	23.3	13.8	52.6	N/A	N/A
Racial/Ethnic Group									
White	137	99.3	7.8	31.3	33.6	27.3	68.0	Yes	Yes
African American	81	100.0	30.6	52.8	13.9	2.8	38.9	Yes	Yes
Asian/Pacific Islander	15	100.0	0.0	41.7	50.0	8.3	75.0	I/S	I/S
Hispanic	16	100.0	25.0	58.3	16.7	0.0	16.7	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	216	100.0	11.2	42.9	27.6	18.4	59.7	N/A	N/A
Disabled	37	97.3	43.8	25.0	21.9	9.4	31.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	253	99.6	15.8	40.4	26.8	17.1	55.7	N/A	N/A
English Proficiency									
Limited English Proficient	19	100.0	25.0	62.5	12.5	0.0	18.8	I/S	I/S
Non-Limited English Proficient	234	99.6	15.1	38.7	27.8	18.4	58.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	115	100.0	26.3	49.5	20.2	4.0	39.4	Yes	Yes
Full-pay meals	138	99.3	7.8	33.3	31.8	27.1	68.2	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	252	99.6	34.4	37.4	15.0	13.2	28.2
Gender							
Male	128	99.2	33.3	37.8	12.6	16.2	28.8
Female	124	100.0	35.3	37.1	17.2	10.3	27.6
Racial/Ethnic Group							
White	136	99.3	19.7	37.8	22.0	20.5	42.5
African American	81	100.0	52.8	40.3	5.6	1.4	6.9
Asian/Pacific Islander	15	100.0	41.7	33.3	16.7	8.3	25.0
Hispanic	16	100.0	66.7	25.0	0.0	8.3	8.3
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	215	100.0	31.3	37.9	15.9	14.9	30.8
Disabled	37	97.3	53.1	34.4	9.4	3.1	12.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	252	99.6	34.4	37.4	15.0	13.2	28.2
English Proficiency							
Limited English Proficient	19	100.0	81.3	18.8	0.0	0.0	0.0
Non-Limited English Proficient	233	99.6	30.8	38.9	16.1	14.2	30.3
Socio-Economic Status							
Subsidized meals	115	100.0	53.5	34.3	6.1	6.1	12.1
Full-pay meals	137	99.3	19.5	39.8	21.9	18.8	40.6

Social Studies							
All Students	252	99.6	21.1	39.6	24.2	15.0	39.2
Gender							
Male	128	99.2	18.0	40.5	23.4	18.0	41.4
Female	124	100.0	24.1	38.8	25.0	12.1	37.1
Racial/Ethnic Group							
White	136	99.3	11.0	36.2	31.5	21.3	52.8
African American	81	100.0	36.1	41.7	18.1	4.2	22.2
Asian/Pacific Islander	15	100.0	0.0	66.7	16.7	16.7	33.3
Hispanic	16	100.0	50.0	41.7	0.0	8.3	8.3
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	215	100.0	17.9	40.0	25.1	16.9	42.1
Disabled	37	97.3	40.6	37.5	18.8	3.1	21.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	252	99.6	21.1	39.6	24.2	15.0	39.2
English Proficiency							
Limited English Proficient	19	100.0	31.3	62.5	6.3	0.0	6.3
Non-Limited English Proficient	233	99.6	20.4	37.9	25.6	16.1	41.7
Socio-Economic Status							
Subsidized meals	115	100.0	38.4	43.4	12.1	6.1	18.2
Full-pay meals	137	99.3	7.8	36.7	33.6	21.9	55.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	95	100.0	8.2	12.9	64.7	14.1	78.8
	4	72	100.0	9.4	53.1	35.9	1.6	37.5
	5	85	100.0	19.4	44.4	34.7	1.4	36.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	87	98.9	7.7	19.2	56.4	16.7	73.1
	4	85	100.0	14.1	33.3	50.0	2.6	52.6
	5	81	100.0	18.1	47.2	31.9	2.8	34.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	95	100.0	3.5	58.8	29.4	8.2	37.6
	4	72	100.0	15.6	42.2	28.1	14.1	42.2
	5	85	100.0	18.1	50.0	12.5	19.4	31.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	87	98.9	9.0	41.0	30.8	19.2	50.0
	4	85	100.0	14.1	34.6	30.8	20.5	51.3
	5	81	100.0	25.0	45.8	18.1	11.1	29.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	95	100.0	20.0	40.0	32.9	7.1	40.0
	4	72	100.0	32.8	40.6	21.9	4.7	26.6
	5	85	100.0	36.1	29.2	19.4	15.3	34.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	87	98.9	32.1	37.2	21.8	9.0	30.8
	4	84	100.0	28.6	33.8	18.2	19.5	37.7
	5	81	100.0	43.1	41.7	4.2	11.1	15.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	95	100.0	5.9	48.2	30.6	15.3	45.9
	4	72	100.0	3.1	59.4	28.1	9.4	37.5
	5	85	100.0	29.2	43.1	19.4	8.3	27.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	87	98.9	11.5	41.0	33.3	14.1	47.4
	4	84	100.0	19.5	31.2	29.9	19.5	49.4
	5	81	100.0	33.3	47.2	8.3	11.1	19.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 517)				
First graders who attended full-day kindergarten	100.0%	Up from 95.8%	100.0%	100.0%
Retention rate	0.6%	Down from 1.5%	2.7%	2.8%
Attendance rate	97.0%	No change	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 3.6%	0.3%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 1.2%	0.3%	0.0%
Eligible for gifted and talented	21.6%	Down from 23.7%	15.0%	10.4%
On academic plans	0.0%	N/AV	27.8%	33.6%
On academic probation	0.0%	N/AV	0.0%	1.0%
With disabilities other than speech	5.6%	Up from 4.6%	7.3%	7.5%
Older than usual for grade	0.2%	No change	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n= 37)				
Teachers with advanced degrees	73.0%	Up from 71.4%	55.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	2.6%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	96.7%	Up from 93.5%	88.5%	87.3%
Teacher attendance rate	95.6%	Up from 92.6%	95.1%	94.9%
Average teacher salary	\$47,796	Up 3.8%	\$42,930	\$42,485
Prof. development days/teacher	12.6 days	Up from 10.6 days	12.7 days	13.3 days
School				
Principal's years at school	6.0	Up from 5.0	6.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 19.5 to 1	19.6 to 1	18.6 to 1
Prime instructional time	91.9%	Up from 88.0%	90.1%	89.7%
Dollars spent per pupil*	\$6,433	Up 5.4%	\$6,096	\$6,557
Percent of expenditures for teacher salaries*	59.7%	Down from 75.2%	64.7%	64.0%
Percent of expenditures for instruction*	75.6%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.5%	Up from 99.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	Up from Good	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Richmond Drive spent much time, effort and energy "Engaging Students for Successful Futures" in the 2005-2006 school year. Children learned better reading comprehension strategies as a result of school-wide literacy staff development. Every child read "just right" books every day so that teachers can challenge students at all ability levels. Higher order comprehension strategies were explicitly taught and incorporated throughout the curriculum. All third, fourth, and fifth grade students became Spanish thinkers and speakers through immersion classes taught in the KITE-LL (Kids Interacting Through Early Language Learning) program. Children in these grades received foreign language instruction via television three days a week and then were taught face-to-face lessons two days a week. To enhance the televised language lessons (and all other parts of the curriculum), the PTO installed a computer projector in each third through fifth grade classroom. In order to further improve the instructional program, Kimberly Hardin, a fourth grade teacher, won a \$10,000 Toyota Tapestry Science Grant so students can Think and Learn Like Scientists (TALLS). Beyond the school doors, children in third and fourth grade learned to swim at the new Aquatic Center. Third and fifth graders participated in field studies at Brattonsville and the Carroll School. Different grades visited the Museum of York County, Discovery Place, The North Carolina Zoo, Riverbanks Zoo, and Kings Mountain National Park. Because of the school's location, the younger grades learned more about their community by walking to the post office, fire department, and grocery store. All students walked to Fewell Park for Field Day. Fourth graders studied nature at Camp Thunderbird for three days. Students also participated in enrichment opportunities after school such as Girls on the Run, drama practice, and the Challenger Program. During the summer, families signed up for the Technology Camp, Math Camp, and English as a Second Language Camp.

Richmond Drive's Parent Teacher Organization and School Improvement Council enjoyed much success this year. The PTO had the best fall fundraiser ever. With the help of Outback Steakhouse, PTO sponsored a Harvest Hoedown complete with games, prizes, a silent auction, and lots of good food. In the spring, they held a Pizza Bingo night that packed the cafeteria with families. Funds raised were used for field trips, Accelerated Reader incentives, artist in residence programs, Red Ribbon assemblies, printing of student materials, teacher appreciation activities, and the additional purchase of needed science kits. The School Improvement Council focused their efforts on renovation of the cafeteria. As a result of their work with the district Operations staff, the cafeteria was repainted, the floor was retiled, the serving line was moved, and a new stage curtain was installed. Further improvements to the school included the removal of carpeting in eight classrooms and the replacement of outdated heating and air conditioning units in twenty-two rooms. Richmond Drive is blessed to have such a supportive school community that seeks to engage students for successful futures in so many positive ways.

Kathryn McGregor, School Improvement Council Chair
Patrick Maness, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	36	68	60
Percent satisfied with learning environment	83.3%	95.5%	87.9%
Percent satisfied with social and physical environment	85.7%	92.4%	87.7%
Percent satisfied with school-home relations	94.3%	89.7%	86.4%

*Only students at the highest elementary school grade level at this school and their parents were included.